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ABSTRACT

Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 100-297 in 1988. Chapter 2 funds can support one or more programs that do the following: meet the educational needs of students with special needs (at-risk and high-cost students); acquire curricular materials; improve schools through innovative programs; enhance the knowledge and skills of teachers through training and professional development; enhance student achievement and excellence through instruction and community service; and provide early childhood, gifted and talented, technology education, community education, and/or youth suicide-prevention programs. In 1990-91, the Austin Independent School District received monies to fund the following programs: (1) Bridge Computer Lab at Read Elementary; (2) WICAT Computer Lab at Blanton; (3) Writing To Read at Blackshear; (4) Comprehensive Competencies Program at Johnston; (5) Extracurricular Transportation; (6) Rainbow Kits; (6) Spanish Academy; (7) Middle Schools Advisory Curriculum; (8) Pre-K Supplements; (9) Technology Education; (10) Multicultural/Special Purpose Buses; (11) Academic Decathlon; (12) Library Resources; and (13) Private Schools. This report provides a program effectiveness summary, descriptions of the programs, and the results of a districtwide staff survey. (5 references) (DB)

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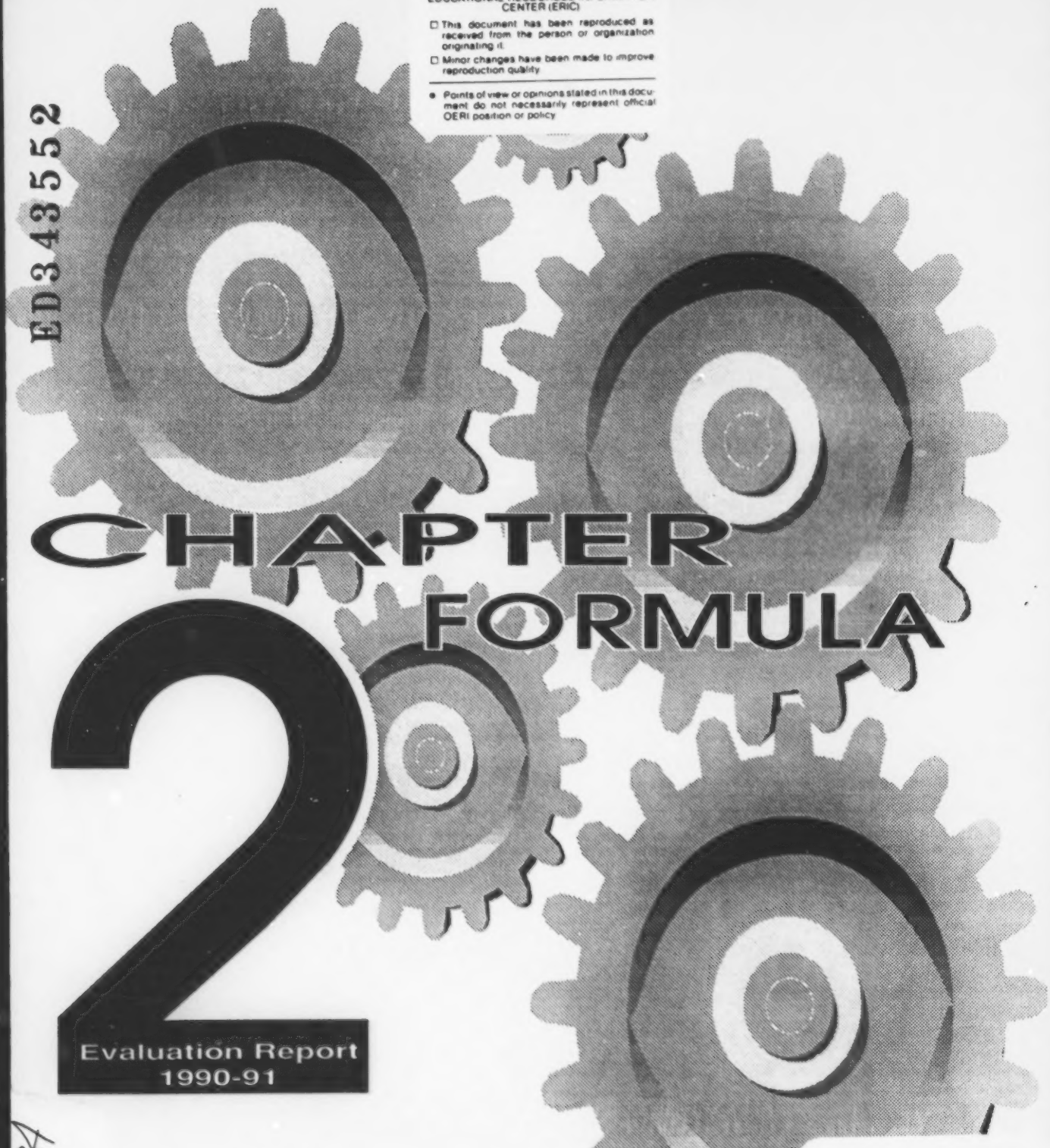

CHAPTER 2 FORMULA

Evaluation Report 1990-91

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Chapter 2 Formula: Evaluation Report 1990-91
Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Kristen M. Bliss

Program Description

Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 100-297 in 1988. Chapter 2 funds can support one or more programs which:

a) Meet the educational needs of students with special needs (e.g., at-risk of failure or dropping out, and high-cost students);

b) Acquire curricular materials;

c) Improve schools through innovative programs;

d) Enhance the knowledge and skills of educational personnel through training and professional development;

e) Enhance student achievement and excellence through instruction and community service;

f) Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide-prevention programs.

In 1990-91, the Austin Independent School District (AISD) received $534,749 in Chapter 2 monies. An additional $45,449 was rolled forward from 1989-90 for a total of $580,198. Funds were allocated to the following programs: Bridge Computer Lab at Read Elementary, WICAT Computer Lab at Blanton, Writing to Read at Blackshear, Comprehensive Competencies Program at Johnston, Extracurricular Transportation, Rainbow Kits, Spanish Academy, Middle Schools Advisory Curriculum, Pre-K Supplements, Technology Education, Multicultural/ Special Purpose Buses, Academic Decathlon, Library Resources, and Private Schools.

Major Findings

1. Students in the **Bridge** and **WICAT** elementary computer labs achieved gains no greater than those predicted for them (pp. 2-6).

2. GPA's and number of credits earned for students enrolled in the **Comprehensive Competencies Program at Johnston** did not reflect positive program effectiveness (pp. 8-12).

3. The use of **extracurricular transportation** has declined steadily since 1988-89; ridership has also declined. The per-student, per-trip cost has risen for both Chapter 2 and AISD (pp. 13-14).

4. While more parents than administrators thought the **Rainbow Kits** was an effective program, more than one third of the parents rated it ineffective (pp. 15-16).

5. Nearly all participants of the **Spanish Academy** rated classes highly and indicated that they will continue to enroll in them (pp. 17-19).

6. **Middle school** personnel expressed mixed opinions about the **advisory curriculum**; one half said that a stronger program teaching racial sensitivity would be useful (p. 20).

7. While nearly all teachers believe **full-day prekindergarten** classes are more effective than half-day programs, differences between the gains on the Peabody Picture Vocabulary Test-Revised for limited-English-proficient (LEP) students in full- and half-day programs were not statistically significant (pp. 21-22).

8. Users of the **multicultural/special purpose buses** thought the service improved multicultural awareness, but less than half agreed that it increased parent involvement (pp. 25-26).

9. **Academic Decathlon** coaches, teachers, and administrators believe that the Decathlon benefits AISD and its students (pp. 27-31).

10. Most school administrators agree that the new **library resources** were useful (pp. 32-33).

11. **Private schools** receiving Chapter 2 funds rated the materials and equipment purchased as highly or extremely effective (pp. 34-35).

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.33
from:
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PROGRAM EFFECTIVENESS

Chapter 2 programs vary greatly in focus, including direct student instruction, transportation, staff development, and educational materials. Information collected on all components is shown in Figure 1 below. Descriptive and effectiveness information specific to each component is presented in the individual sections of this report which follow.

FIGURE 1
CHAPTER 2 1990-91
SERVICE, OPINION SURVEY, AND EFFECTIVENESS SUMMARY

COMPONENT	GRADES	NUMBER SERVED	CHAPTER 2 COST	STAFF % AGREEING EFFECTIVE*	PROGRAM EFFECTIVENESS RATING**
Bridge Computer Lab at Read Elementary	5	135 Total Students 44 Targeted	$15,516 ($115 each) ($443 each)	100%	0
Blanton Wicat Computer Lab	K-6	357 Students	$15,993 ($45 each)	87%	0
Blackshear Writing to Read Lab	K-1	58 Students	$16,580	NA	NA
Comprehensive Competencies Program at Johnston	9-12	110 Students	$53,127 ($483 each)	59%	0
Extracurricular Transportation	7-12	68,040 Students	$98,407 ($1.45 each)	78%	-
Rainbow Kits	K-6	11,576 Students	$64,244 ($5.55 each)	43%	-
Spanish Academy		363 Staff	$36,805 ($101 each)	64%	+
Middle Schools Advisory Curriculum	6-8	12,264 Students	$4,960 ($.40 each)	36%	-
Prekindergarten Supplements	Pre-K	104 Students	$96,361 ($927 each)	92%	0
Technology Education	6-12	17,457 Students	$19,000 ($1.09 each)	NA	NA
Multicultural/Special Purpose Buses	Pre-K-12	10,050 Students	$12,000 ($1.19 each)	37%	+
Academic Decathlon	11-12	84 Team Students 166 Recruited	$40,435 ($481 each) ($244 each)	77%	+
Library Resources	K-12	58,105 Students	$27,900 ($.49 each)	88%	+
Private Schools	Pre-K-8	2,657 Students	$21,167 ($8 each)	100%	+

*Based on districtwide staff surveys administered in January 1991, except that private schools' use of funds was rated by a survey of those schools. Samples were selected to include those with adequate knowledge to rate effectiveness. All items included an "unfamiliar with component" option which were excluded from percentages. Some components had surveys more specific to users (see Academic Decathlon, Multicultural/ Special Purpose Buses, and Spanish Academy).

NA=Not applicable

Program Effectiveness Ratings represent the opinions of ORE staff; programs are identified as effective based on various analyses of success described in this report.

**Ratings: +=Positive Effect
0=No Change, Questionable, or Unknown
-=Negative Effect

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ELEMENTARY COMPUTER LABS

Chapter 2 allocated funds to three elementary schools to provide full-time lab aides for instructional computer labs. This was the first year of implementation for the Writing to Read lab, and the first year the Bridge lab was in operation at Read Elementary.

BRIDGE COMPUTER LAB AT READ ELEMENTARY

All students at Read were served by the Bridge lab and achieved predicted gains on the Iowa Tests of Basic Skills.

DESCRIPTION OF THE LAB

The Bridge Computer Lab at Read focuses on mathematics. While all students utilize the lab, those students scoring below the 30th percentile in either Mathematics Concepts or Mathematics Total on the spring 1990 ITBS are targeted for extra help in the lab. ITBS results were examined to identify specific skills with which students needed assistance. These low-achieving students visited the lab during their tutorial time. This "extra dose" of mathematics was expected to empower the students to take leadership roles in their regular mathematics class (e.g., low achievers might tutor some higher achievers). Other Read students used the lab on a weekly basis to reinforce skills introduced by the teacher in the classroom.

The Bridge lab utilizes Apple computers and a collection of software which has been correlated with the AISD scope and sequence for mathematics. Chapter 2 funds provided for a full-time computer lab aide.

Students Served

Overall, 135 students were served during 1990-91. When the program began in the fall, 55 students were targeted as low achievers and spent extra time in the lab. During the spring, 11 of these students had either transferred to other schools or out of the program, reducing the total of the targeted group to 44. Targeted students were served for 90 minutes per week; other students used the lab for 45 minutes each week.

Of the 135 students:

- 12% were Hispanic, 11% were Black, and 77% were Other;
- 53% were male, and 47% were female;
- 8% were from low-income families.

LAB FUNCTIONING

The lab was ready for students to be served in September. The lab aide scheduled classes and students for use of the lab, set up the lab for each class, helped teachers identify appropriate software, administered pre- and posttests, and served as tutor and reinforcer of work successfully completed by the students.

The classroom teacher determined what needed to be instructed based on deficiency areas identified through ITBS, and curriculum was selected by the computer aide under teacher direction. The teacher also requested specific types of programs (such as equivalent fractions) of the aide from time to time. Teachers accompanied students to the lab to monitor their progress and assisted them as needed.

LAB EFFECTIVENESS

Districtwide Staff Survey

Only one administrator at Read received the survey item on the effectiveness of the Bridge lab. This person strongly agreed that the lab has been effective in accelerating learning in mathematics, especially for students below grade level.

ITBS Scores

The Report on School Effectiveness (ROSE) uses regression analysis to compare obtained achievement gains on the Iowa Tests of Basic Skills (ITBS) with gains predicted for students with similar characteristics districtwide. Figure 2 shows gains on the ITBS between spring, 1990 and 1991, for the two groups of Read students: the targeted students, who were served for 90 minutes each week in the Bridge lab, and the rest of the fifth graders, who spent 45 minutes in the lab each week. **Students in both groups achieved predicted gains**, which means neither group outgained other similar students districtwide.

FIGURE 2
READ BRIDGE COMPUTER LAB
ITBS MATHEMATICS GAINS 1989-90 TO 1990-91

GRADE 5 IN 90-91	MATHEMATICS N	PRE	POST	GAIN	RESIDUAL	SIGNIFICANCE*
Targeted	34	3.85	5.15	1.30	.04	At Prediction
Other	101	5.62	6.83	1.21	-.09	At Prediction

NOTE: Mean grade equivalent scores using 1988 norms.
*Significance: Indicated whether gains were at, above, or below predicted levels based on regression analysis (Report on School Effectiveness).

WICAT COMPUTER LAB AT BLANTON ELEMENTARY

In grades 2 through 5, students at Blanton achieved predicted gains on the Iowa Tests of Basic Skills in nine out of 10 comparisons.

DESCRIPTION OF THE LAB

The WICAT computer lab provides supplemental instruction in reading, language arts, writing, and mathematics. Software covers a full range of skills in each area. The WICAT software runs on the 30 WICAT computer terminals in the lab. Chapter 2 funds provided a full-time computer lab manager to run the lab. Her major duties were to:

- Be proficient in the technical aspects of running the computer system;
- Properly place each student in each curriculum area;
- Advise each teacher on how to get the most from the system;
- Help students as they worked on the system;
- Produce teacher reports; and
- Serve as liaison to the service company for system maintenance.

Students Served

Almost all Blanton students used the WICAT lab. All those in grades 1-5 were served daily for 30 minutes for a total of two and one-half hours per week. Only AIM High students (gifted and talented) were served in grade 6; they also frequented the lab for 30 minutes each day as an enrichment activity. Kindergarten classes received orientation to the lab in the beginning of March and then attended the lab twice a week for 20 minutes through the end of the school year. Thus, the only students who did not utilize the lab were sixth graders not in AIM High and prekindergartners.

Of the 357 students served by the lab:

- 57% were Black, 24% were Hispanic, and 19% were Other;
- 54% were male, and 46% were female;
- 48% were low income.

Based on the Chapter 2 allocation of $15,993, the cost per student served by the WICAT lab was $44.80.

COORDINATION WITH CLASSROOM INSTRUCTION

Teachers received training from the WICAT Company related to coordinating classroom and lab instruction. Teachers consulted with the lab aide to select curriculum lessons that would produce the best learning opportunities for the children. Teacher guides were obtained for each teacher to facilitate planning. Some work has been done to correlate AISD's curriculum with that of WICAT. The WICAT system allowed great flexibility in lessons. All students could work on the same lesson or lessons could be completely individualized; lessons could be remedial, practice, or enrichment. The teacher received feedback on the students' performance through observing and assisting students in the lab and from hard-copy reports showing student performance on each lesson.

Students in first through fifth grade who mastered the objectives worked on the terminals while those who did not received tutoring directly from the teacher. Tutoring took place at a table in the computer lab so that the teacher could still be available to assist students on the terminals as needed.

EFFECTIVENESS

Districtwide Staff Survey

Two questions on the spring 1991 districtwide employee survey addressed the effectiveness of the WICAT computer lab at Blanton.

Responses indicate that:

- A majority (87%) of teachers and administrators at Blanton agreed that the WICAT lab is effective in developing reading and mathematics skills; 9% were neutral, and 4% disagreed (N=23).

- Three out of four (77%) agreed that the lessons in the lab were well coordinated with those being studied in the classroom (N=22).

ITBS Scores

Blanton students' gains on the ITBS between spring, 1990 and 1991 were examined using regression analysis. Actual gains were compared to those predicted for students with similar characteristics districtwide. Only scores for grades 2 through 6 were examined because the Report on School Effectiveness (ROSE) is not available for kindergarten and first grade. No language scores are reported for second and third graders because second graders take spelling as the language test, so there are no pretest language scores for third graders.

The results show that second, third, and fifth graders achieved the predicted gains in both reading and mathematics, and fourth graders achieved the predicted gain for mathematics but fell below in reading. Fourth and fifth graders achieved predicted gains in language. In grade 6, only AIM High students were served by the WICAT lab, but there were not enough students to determine significance of gains.

FIGURE 3
BLANTON ITBS GAINS
ROSE RESULTS 1989-90 TO 1990-91

GRADE in 90-91		READING					MATHEMATICS					LANGUAGE				
		Pre	Post	Pred	Gain	Sig	Pre	Post	Pred.	Gain	Sig	Pre	Post	Pred.	Gain	Sig
2	N=34	2.06	2.87	3.11	0.81	=	2.01	3.20	3.17	1.19	=		Not Applicable			
3	N=46	2.83	3.43	3.56	0.61	=	2.95	3.73	3.59	0.78	=		Not Applicable			
4	N=30	3.31	3.92	4.19	0.61	-	3.52	4.63	4.53	1.10	=	3.91	4.68	4.70	0.77	=
5	N=37	4.24	5.49	5.26	1.25	=	4.57	5.74	5.64	1.17	=	4.90	5.97	5.92	1.07	=
6	N=10	6.09	6.55	6.98	0.46	*	6.97	7.43	7.69	0.46	*	6.67	7.39	7.52	0.72	*

NOTE: Mean Grade Equivalent Scores--1988 Norms
Pred. = Predicted scores for the given population.
Sig. = Significance. Indicates whether gains were at (=), above (+), or below (-) predicted levels.
* = Number of students is too small for analysis.

WRITING TO READ LAB AT BLACKSHEAR ELEMENTARY

Students at Blackshear were only served by the Writing to Read lab for the last four weeks of the school year. Therefore, effectiveness of this program cannot be evaluated.

DESCRIPTION OF THE LAB

The Blackshear computer lab uses the Writing to Read curriculum which is designed to develop the writing and reading skills of kindergarten and first grade students. The program seeks to teach students to:

- Use the alphabetic principle which allows them to write anything they can say;
- Use a consistent phonemic spelling system;
- Use the computer, which acts as a guide and tutor;
- Discover the joys of language;
- Develop their ability to express their ideas and manipulate the English language;
- Use a typewriter.

The computers did not arrive at the campus until late in the spring semester. Eleven staff members were trained at a two-day workshop in March. The lab was set up the last week in April when students were first introduced to the system.

Chapter 2 allocated $16,580 to provide for an instructional aide at Blackshear.

Students Served

A total of 52 kindergarten students and six first graders utilized the Writing to Read lab after it was set up at the end of April 1991. The students were served daily for an hour for the last four weeks of the 1990-91 school year.

LAB FUNCTIONING

The classroom teachers coordinated lessons with the lab aide through informal meetings. While the students received laboratory instruction, the classroom teachers worked with the aide giving further instruction and guidance.

JOHNSTON COMPREHENSIVE COMPETENCIES PROGRAM (CCP)

Although 59% of Johnston staff agreed that the CCP lab is effective in keeping students in school, and most program students report they are more confident about staying in school through graduation, CCP students' grade point averages, number of credits earned, number of F's per semester, and dropout rates do not reflect positive program effectiveness.

PROGRAM DESCRIPTION

The Johnston Comprehensive Competencies Program (CCP) is designed as a dropout prevention program. Improved achievement in language arts and mathematics is a more specific goal; students can be enrolled in one or both subject areas. CCP utilizes special instructional materials and computer-assisted instruction provided by US Basics. Instruction is individualized, with student placement based on test results on the Tests of Adult Basic Education (TABE).

STUDENTS SERVED

The students enrolled in the CCP lab are referred by counselors, teachers, and parents because they are having difficulty in school. These students may be retainees, overage for their grade, behind in credits earned towards graduation, failing classes, youth offenders, pregnant, teenage parents, or have attendance or discipline problems.

Enrollment figures for the CCP lab that accurately reflect the total number of students served throughout the year are difficult to come up with because students are permitted to enroll at any time (see Roster Timeline). However, in order to determine the effectiveness of the program, it is necessary to define the population of students who were served by the lab long enough for an effect to take place. Therefore, in this report, **enrollment is defined as all students registered in a CCP course by the end of the first six weeks of a semester.** Course numbers were provided by the lab instructor at the beginning of both semesters (see below). Rosters of students enrolled in these courses were

CCP COURSE NUMBERS	Fall	Spring
Correlated Language Arts I	1111.2	1112.2
Correlated Language Arts II	1121.2	1122.2
	1122.2	
Prealgebra IA	3211.2	3211
Prealgebra Accelerated		3211.5
Prealgebra IB		3212
Algebra IB		3312
Fundamentals of Mathematics	3011.2	
TAAS Tutorial		3222.Y

obtained from the Student Grade Reporting (SGR) file. According to these rosters, 70 students were registered in CCP courses in the fall, and 44 were registered in the spring. Four students were enrolled in both semesters, for a total of 110 individual students enrolled overall.

Of the 110 students enrolled for 1990-91:

- 65% were Hispanic, 25% were Black, and 11% were Other;
- 72% were ninth graders, 8% were tenth graders, and 20% were eleventh graders;
- 60% male and 40% female;
- 65% were overage for their grade;
- 52% were low income; and
- 15% were limited-English-proficient students.

Roster Timeline

December 1990	Rosters of students enrolled by October 5, 1990, generated from SGR file (N=70).
February 1991	Lab instructor provided course numbers for spring semester.
March 1991	Rosters of students enrolled by March 1, 1991, generated from SGR file (N=44).
	Roster received from instructor of students enrolled to date (March 7, 1991), N=61. Seventeen students were listed who were not on March 1 roster.
May 1991	ORE roster checked against teacher's grade book. The two rosters were discrepant as the ORE roster listed only those students enrolled by the end of the first six weeks of each semester, not those students who enrolled thereafter. (Instructor's book had approximately 58 additional students.)

STAFF ROLE

Chapter 2 Formula funds provide the salary for the lab instructor and management information specialist through an allocation of $53,126 (a per-student cost of $483). The primary duties for the instructor are to:

- Interview new students and explain the nature of CCP;
- Test, teach, and tutor students;
- Grade and grant credit to students;

- o Counsel students and assist them with problems that may interfere with school success;
- o Follow up on students who are absent or drop out;
- o Develop curriculum that meets AISD and US Basic requirements; and
- o Attend mathematics and English department meetings.

Primary duties for the Management Information Specialist are to:

- o Test students;
- o Keep descriptive and student progress information on the computer for each student;
- o Maintain and assist with computer hardware and software;
- o Assist with student tutoring; and
- o Prepare quarterly reports for US Basics.

EFFECTIVENESS

High School Student Survey

Students enrolled in CCP in the fall of 1990 were asked on the November districtwide student survey whether they felt more confident about staying in school through graduation now that they were in CCP. Most (77%) of the 39 respondents agreed; 18% were neutral, and 5% disagreed.

Districtwide Staff Survey

Johnston professional and administrative staff received an item regarding the CCP lab on the 1990-91 districtwide staff survey. A majority (59%) agreed that the CCP was effective in keeping students in school; 22% were neutral, and 19% disagreed.

Dropout and Retention Rates

Because the CCP lab is primarily a dropout prevention program, actual dropout rates were compared to predicted dropout rates for program students. The actual dropout rate for the students participating in the CCP in the fall was 20.0%, much higher than the predicted dropout rate of 7.7%, while the actual dropout rate for spring CCP students (4.5%) compared favorably to the predicted rate of 6.7%. In 1990-91, nearly half (43%) of the fall students and just over half (52%) of the spring students were recommended for retention at the end of the school year.

Attendance, Discipline, Grades, and Credits

Figure 4 details the trends for CCP students for the 1989-90 and 1990-91 school years. The groups are summarized according to semester because, as the data show, the two groups were very different. Data for the semester of participation are bracketed.

FIGURE 4
CCP STUDENTS' ATTENDANCE, DISCIPLINE, GPA, CREDITS EARNED, NUMBER OF NO GRADES, AND NUMBER OF F's, 1990-91

CCP GROUPS		1989-90 FALL	1989-90 SPRING	1990-91 FALL	1990-91 SPRING
			ATTENDANCE		
FALL 1990	%	86.4%	82.3%	[84.1%]	83.3%
	N	54	51	70	61
SPRING 1991	%	91.8%	85.4%	89.0%	[87.5%]
	N	38	38	42	44
			DISCIPLINE		
FALL 1990	%	7.1%	4.3%	[12.9%]	2.9%
	N	5	3	9	2
SPRING 1991	%	9.1%	15.9%	9.1%	[9.1%]
	N	4	7	4	4
			GRADE POINT AVERAGE		
FALL 1990	GPA	59.0	61.1	[66.8]	67.6
	N	26	24	70	52
SPRING 1991	GPA	73.3	72.5	71.4	[69.3]
	N	31	32	43	43
			CREDITS EARNED		
FALL 1990	Avg.	0.8	0.6	[1.3]	1.2
	N	26	24	70	53
SPRING 1991	Avg.	2.1	1.8	1.7	[1.3]
	N	31	32	43	43
			NUMBER OF NO GRADES		
FALL 1990	Avg.	0.5	0.5	[0.4]	0.9
	N	26	24	70	53
SPRING 1991	Avg.	0.2	0.3	0.3	[1.1]
	N	31	32	43	43
			NUMBER OF F's		
FALL 1990	Avg.	3.8	4.0	[2.7]	2.0
	N	26	24	70	53
SPRING 1991	Avg.	1.5	1.7	1.9	[1.9]
	N	31	32	43	43

[ ]=Semester of participation.

Compared to previous semesters:

- The **attendance** rate for the students participating in the CCP lab during fall 1990 increased from 82.3% to 84.1% between spring and fall 1990; however, the fall 1990 attendance rate was lower than the rate for these students in fall 1989 (86.4%). The attendance rate for students participating during spring 1991 was lower than in the fall 1990 semester (from 89.0% to 87.5%), but higher than the spring 1990 rate (85.4%).

- **Discipline** rates (the percentage of students who had discipline incidents) did not improve for either group of CCP students. In fact, the fall students rose from 4.3% in spring 1990 to 12.9% during their semester of program participation. The spring 1991 students' discipline rate remained unchanged at 9.1%.

- While the **grade point averages** (GPA's) of students enrolled in the program in the fall increased from 61.1 to 66.8, the GPA's were still below the passing mark of 70. Spring students' grade point averages dropped from 71.4 to 69.3.

- The number of **credits earned** for the fall participants rose from 0.6 to 1.3; spring participants credits dropped from 1.7 to 1.3.

- The **number of courses in which no grades** (NG's) were received by fall students dropped from 0.5 to 0.4, but rose to 0.9 the semester following program participation. The number of NG's for spring students rose from 0.3 to 1.1.

- The average **number of F's** for fall students dropped from 4.0 to 2.7. The number of F's for spring students remained the same at 1.9.

A follow-up on students enrolled in the CCP lab during 1989-90 showed that 10.4% (8 of 77) dropped out during the 1990-91 school year. During the fall and spring semester of participation in 1989-90, the dropout rates were 11.1% and 14.6%, respectively.

Summary

CCP students' grade point averages, number of credits earned, number of F's per semester, and dropout rates for the semester of program participation are inconsistent and do not show positive effectiveness. The areas in which the fall students made some improvements, the spring students did not. Neither group earned enough credits per semester to permit graduating on time, and GPA's are below passing. Comparisons of the CCP Lab with other dropout prevention programs will be available in the 1990-91 Project GRAD Report (ORE Publication No. 90.44).

EXTRACURRICULAR TRANSPORTATION

The use of extracurricular transportation has declined steadily since 1988-89; 1990-91 use is less than half that of two years ago. Three out of four reassigned students do not ride an extracurricular bus in an average week, and two thirds of them report that they would have been able to participate in extracurricular activities even if the service was not provided.

A decline in ridership, apparently because of a 41% decrease in the number of daily routes, led to a 46% and 97% rise in the per-student, per-trip cost for Chapter 2 and AISD, respectively.

UTILIZATION OF FUNDS

Chapter 2 allocated $98,407 to provide extra bus routes for secondary students who have been reassigned under AISD's desegregation plan. By providing transportation before and after school, as well as after out-of-town charter activities, these students had an equal opportunity to participate in such extracurricular activities as athletics, band, drama, drill team, cheerleading, tutoring, and other school club meetings.

STUDENTS SERVED AND COSTS

Thirty daily bus routes served 21 secondary campuses in 1990-91, with six additional routes running twice a week. An average of 12 students rode each bus, for an estimated 1,944 students served each week. This amounts to 5,670 trips serving 68,040 students (duplicated count) for the school year.

Since the actual number of individual students who rode the buses is not available, ridership was estimated using the results of the fall 1990 student survey which indicated that 29% of reassigned secondary students have ridden an extracurricular bus at least once. Based on that figure, an estimated 7,388 secondary students benefited from this service during the year.

The cost for providing this service in 1990-91 is shown below.

	CHAPTER 2	AISD	TOTAL
Total Cost	$98,407 (42%)	$136,597 (58%)	$235,004
Cost Per Trip	$17.36	$24.09	$41.45
Cost Per Student Per Trip	$ 1.45	$ 2.01	$ 3.46

The Chapter 2 cost per student per trip is 46% more than last year ($.99), and AISD's cost per student per trip has increased by 97%, from $1.02 per-student per-trip to $2.01. The average number of students who rode each bus was the same as last year; however, the number of daily routes decreased from 51 to 30 (41%). This decrease seems to account for the smaller percentage of students who used the service in 1990-91, as well as the increased cost.

EFFECTIVENESS

High School Student Survey

A random sample of reassigned high school students responded to questions regarding the use of extracurricular transportation on the student survey administered in the fall of 1990.

Responses indicated that:

- Almost one third (29%) of the students had ridden an extracurricular bus at least once (N=1197). This shows a steady decline over the past two school years: in 1989-90, 48% of the students reported riding an extracurricular bus at least once, compared to 62% in 1988-89.

- Three out of four (76%) do not ride the buses at all during an average week (N=1204); 15% ride between one and four times during the week, and 9% ride between five and 10 times.

- Two thirds (66%) report that they would have been able to participate in extracurricular activities even if transportation had not been provided (N=1174).

Districtwide Staff Survey

A random sample of AISD secondary professionals, teachers, and administrators responded to two questions addressing the effectiveness of extracurricular transportation in the 1991 districtwide staff survey.

Responses indicate that:

- Most (78%) of the staff agreed that the provision of extracurricular buses made it easier for reassigned students to participate in extracurricular activities; 13% were neutral, and 9% disagreed (N=291).

- A majority (63%) report that because of the Chapter 2 service, 41 or more students were able to participate in extracurricular activities who otherwise could not; 19% believe that more than 90 students at their campus benefited, and 11% (3 respondents) indicated that no students were helped by the extracurricular transportation.

RAINBOW KITS

Less than half (43%) of the administrators surveyed rated Rainbow Kits as effective in increasing parent involvement in their children's education. More parents (59%) than administrators thought that the program was effective, but over one third (41%) rated it ineffective.

PROGRAM DESCRIPTION

Rainbow Kits are collections of reading and mathematics activity cards for grades kindergarten through sixth. They are designed to encourage parent involvement in their children's education, fulfilling a provision of Public Law 100-297, the legislation that authorizes Chapter 1 and Chapter 2 programs. Ideally, the teacher sends home one activity each week for parents to do with their children. A total of 36 activities allows the teacher to select and coordinate any activity with the lessons being taught in the classroom. According to the Grants Administrator, however, not all schools sent home an activity on a weekly basis. Some sent all 36 at once, and some teachers completed the activity at school with the students and then sent them home, limiting parental involvement.

In April 1990, a letter was sent out to principals of schools eligible to participate in the program inviting them to estimate their need for the following school year. Actual orders were taken in September.

Two federal grants allocated funds to Rainbow Kits. Chapter 1 contributed $30,745, and Chapter 2 contributed $64,244, for a total program cost of $94,989. A total of 11,576 kits were distributed at a total cost of $8.21 per kit, and a Chapter 2 cost of $5.55 per kit.

Students and Schools Served

In 1990-91, 22 elementary schools participated in the Rainbow Kits program including 11 Priority Schools (Allan, Allison, Campbell, Metz, Oak Springs/Rice, Ortega, Pecan Springs, Sanchez, Sims, Winn, and Zavala), seven Chapter 1 schools (Andrews, Brown, Dawson, Houston, Linder, Ridgetop, and Wooten), and four other schools (Maplewood, Palm, St. Elmo, and Zilker).

EFFECTIVENESS

Districtwide Employee Survey

Two questions on the districtwide employee survey addressed the effectiveness of the Rainbow Kits Program.

Responses show that:

- Less than half (43%) of administrators agreed that Rainbow Kits are effective in increasing parent involvement in students' education. One fourth (26%) was neutral, and about one third (31%) disagreed.

- While just over one third (38%) agreed that the kits are well coordinated with classroom activities, another third (31%) was neutral, and another third (31%) disagreed.

Parent Survey

Parents attending the City Council PTA meeting, the Chapter 1 Parent Advisory Council (PAC) and the Migrant and Bilingual PAC in March 1991 were also administered surveys asking them to rate the effectiveness of various Chapter 2-funded programs with which they were familiar.

Of the small number (N=27) of parents who rated the Rainbow Kits program:

- 44% agreed it was very effective,
- 15% rated it somewhat effective, and
- 41% rated it ineffective.

SPANISH ACADEMY

Nearly all participants (93%) in the Spanish Academy rated the course "good" or "excellent," and nearly all (96%) indicated that they would continue to take Spanish Academy classes.

DESCRIPTION

The Spanish Academy offers courses in Spanish to AISD employees through a continuing program designed to develop proficiency in conversational Spanish and familiarize participants with Hispanic culture. The main goal is to improve the ability of staff to deal with students and parents who are Spanish speakers. Participants may also benefit in dealing with staff and community members.

In 1990-91, two half-time instructors taught beginning, intermediate, and advanced classes during the summer (8 class sessions), fall (11 sessions), and spring (12 sessions) after school hours. The largest number of students enrolled in beginning classes. Each class session lasted two hours, and most were held at community schools. Additional classes were also offered for specialized personnel, including one for vision and hearing staff in the fall, and Communities-in-Schools staff and bilingual endorsement candidates in the spring.

ENROLLMENT OF AISD PERSONNEL

The number of classes provided and the number of staff enrolling in 1990-91 is shown in the table below. Total enrollment this year (363) was lower than last year (413). The Chapter 2 allocation of $36,805 amounted to $101 per staff member enrolled.

	NUMBER OF CLASSES		ENROLLMENT		
SEMESTER	REGULAR	SPECIAL	REGULAR	SPECIAL	TOTAL
Summer 1990	6	-	64	-	64
Fall 1990	12	1	136	12	148
Spring 1991	12	2	129	23	152
1990-91 TOTAL	30	3	329	35	363

NOTE: Counts are unduplicated within semesters but duplicated across semesters since some staff enrolled more than one semester.

Professional and administrative participants who attended three or more classes were eligible for Time Equivalency Staff Development (TESD) credit; those attending nine or more could receive Advanced Academic Training (AAT) credit. About half (48%) of those enrolled during the fall and spring attended nine or more sessions.

Spanish Academy participants represented 32 different positions overall, with teachers most common by far (59%). Other positions represented included principal, librarian, counselor, assistant principal, teacher assistant, secretary, vision and hearing technician, bus driver, custodian, budget director, special education coordinator, secondary education coordinator, physcial therapist, nurse, and attendance officer.

EFFECTIVENESS

Effectiveness was measured by a course evaluation distributed to students enrolled in the fall Spanish Academy classes who attended three or more times and the districtwide staff survey.

Course Evaluations

Overall, 85 of 131 course evaluation forms (65%) were returned. Respondents had participated from one semester (66%) to seven semesters (1%).

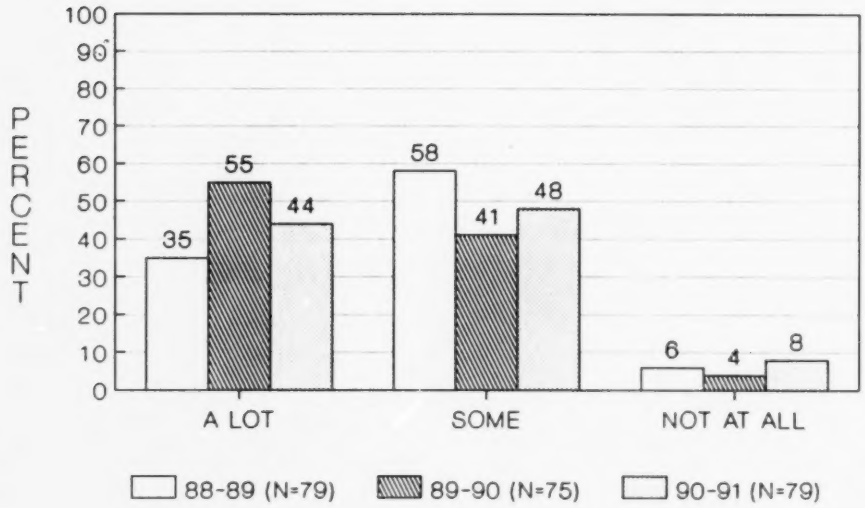
Responses were generally quite positive and indicated the following:

- A majority (55%) of the participants considered the course excellent, with 38% rating it good, and 6% rating it adequate.

- Nearly all respondents (92%) believed the course helped them in their job, with 44% indicating it helped "a lot" and 48% indicating it helped "some." Last year, 55% of the 77 respondents indicated the course helped them "a lot" (see Figure 4).

- Most respondents (79%) reported that the course helped them communicate with Spanish-speaking students, although last year nearly all (95%) of the respondents said the class had helped them. Also lower than last year is the number of participants agreeing the course helped them communicate with Spanish-speaking parents (58%), staff (53%), and community members (41%). However, many respondents (19-49% per item) indicated they had no Spanish speakers to work with during the fall, compared to 11-23% last year.

FIGURE 5
SPANISH ACADEMY 1990-91
"HAS THIS PROGRAM HELPED YOU IN YOUR JOB?"



- All but one respondent (99%) wanted all aspects of the Spanish Academy maintained in the future. Suggestions for new features or expanded coverage of existing ones included more vocabulary including grammar and verb tenses (8 respondents), the use of worksheets or workbooks (7), Spanish conversation during class (6), more cultural information (5), and more practice tapes (3).

- Nearly all respondents (96%) indicated they would continue to take Spanish Academy classes.

Districtwide Survey

On the districtwide survey, 64% of a broader sample of central administrators and professionals believed the Spanish Academy was effective in assisting AISD staff in communicating with parents and students in Spanish. Results also showed that 64% of teachers, 75% of other professionals, and 86% of administrators saw notices regarding Spanish Academy classes, and 65% of teachers, 70% of other professionals, and 90% of administrators felt that Spanish Academy fliers and other notices were adequate advertising for the classes.

MIDDLE SCHOOLS ADVISORY CURRICULUM

One third of the middle school personnel surveyed agreed that the advisory/homeroom period taught students socialization skills as well as contributed to their understanding of other racial and ethnic groups. One half felt that a stronger program to teach racial sensitivity would be useful.

UTILIZATION OF FUNDS

Chapter 2 provided $4,960 for the development of curricula to be used during the homeroom/advisory period in grades six, seven, and eight. Two staff members were hired to expand the advisory/homeroom curriculum from last year. Eleven supplemental activities were developed during the summer and fall of 1990 and were distributed to all middle and junior high schools through Middle School/Junior High Programs and Services. The activities were designed to promote the relationship between teacher and students as well as among students. The units included topics such as Knowing Self and Others, Study Skills, R-E-S-P-E-C-T, Conflict Resolution, Communication Skills: Listening and Responding, Black History/Awareness, Peer Pressure, Decision Making/Problem Solving, Hispanic History/Awareness, and Looking at the Future. No training was offered for the coordinators or teachers using the curricula.

EFFECTIVENESS

Districtwide Survey Results

The results of the January districtwide survey indicate that middle school personnel have mixed feelings about the effectiveness of the advisory curriculum.

- About one third (36%) of the middle school teachers agreed that the cultural awareness unit contributed to students' understanding of other racial and ethnic groups. Another third was neutral (33%), and one third disagreed (31%).

- One third (34%) of the teachers agreed that the advisory/homeroom period taught middle school students socialization skills, one third was neutral (34%), and 31% disagreed.

- Half (52%) of teachers, campus professionals, and administrators agreed that more materials or a stronger program to teach racial sensitivity would be useful. Less than one third (29%) was neutral, and the remainder (19%) disagreed.

PREKINDERGARTEN SUPPLEMENTS

Nearly all teachers believe full-day prekindergarten programs are more effective than half-day programs. While in the past gains on the Peabody Picture Vocabulary Test-Revised have been significantly greater for students in full-day programs, in 1990-91, differences between the gains for limited-English-proficient (LEP) students in half-day and full-day programs were not statistically significant.

DESCRIPTION

Full-day prekindergarten classes for low-achieving students have been federally funded in AISD since the mid-seventies. In 1985-86, House Bill 72 mandated half-day prekindergarten classes for limited-English-proficient (LEP) and low-income students. At that time, Chapter 1 began to fund an additional half day to provide full-day programs at qualifying campuses. In 1987-88, Chapter 2 also began to supplement half-day programs to full day. During 1990-91, Chapter 2 allocated $96,361 to provide an extra half day for six classes on two campuses (Blanton and Travis Heights). A total of 104 students attended these prekindergarten classes--a Chapter 2 cost of $926.55 per student.

Of these students:

- 56% were Hispanic, 28% were Black, and 16% were Other;
- 52% were female, and 48% were male;
- 35% were LEP and 65% were non-LEP.

EFFECTIVENESS

Peabody Achievement Gains

The Peabody Picture Vocabulary Test-Revised (PPVT-R) in English is a nationally normed, individually administered test of receptive vocabulary. Large random samples of pre-K students (56% of total AISD enrollment) were pretested in September and October and posttested in April of 1990-91 to measure gains. Past research by ORE (from 1985-86 through 1988-89) has found significantly greater gains in scores between fall and spring for participating students in AISD than for four-year-olds nationwide who have an average gain of zero. Significantly greater gains were also found for full-day pre-K students compared to those served in half-day programs (with the exception of 1988-89).

In 1990-91, full-day pre-K students at Blanton and Travis Heights made significant gains on the PPVT-R in English. As shown in Figure 6, the Chapter 2 LEP students averaged a gain of 21.3 standard score points between fall and spring while low-income

students gained 11.1 points. The two groups combined gained an average of 14.6 points. These gains were:

- Substantially greater than the national average change of zero points;
- Larger than those of low-income students in half-day programs (11.1 versus 9.0 standard score points) and for LEP students in half-day programs (21.3 vs. 18.2 standard points). However, differences between the LEP students in full- and half-day programs were not statistically significant.

FIGURE 6
PEABODY PICTURE VOCABULARY TEST-REVISED (PPVT-R)
FULL DAY VS HALF DAY PRE-K
1989-90 AND 1990-91 STANDARD SCORES AND GAINS

	89-90				90-91			
	N	Pre	Post	Gain	N	Pre	Post	Gain
LEP								
Ch. 2 Full Day	13	42.6	56.8	14.2	21	58.5	79.8	21.3
AISD Full Day	171	41.3	57.3	16.0	233	44.6	62.9	18.3
AISD Half Day	117	48.0	67.7	19.7	133	47.9	66.2	18.2
LOW INCOME								
Ch. 2 Full Day	35	72.6	88.1	15.5	40	76.0	87.1	11.1
AISD Full Day	570	75.7	88.6	12.9	637	74.4	85.7	11.3
AISD Half Day	334	86.2	94.0	7.8	329	84.1	93.1	9.0

Districtwide Survey

A sample of elementary teachers received four questions on the districtwide survey addressing prekindergarten programs.

Responses to the districtwide survey indicate that:

- Nearly all (92%) elementary teachers believe that full-day pre-K programs are more effective than half-day programs. Few were neutral (5%) or disagreed (4%) (N=107).
- Nearly all (91%) teachers are satisfied with the instructional support for pre-K provided by the central office (N=109), and 70% are satisfied with the instructional support provided by their local campus (N=107).

Additional information on the effectiveness of pre-K programs in AISD can be found in the 1990-91 Priority Schools final report (ORE Publication No. 90.04).

TECHNOLOGY EDUCATION

Because the equipment and databases did not arrive at the schools before the end of the school year, effectiveness of this component cannot be evaluated.

SELECTION OF SCHOOLS/UTILIZATION OF FUNDS

Chapter 2 provided $19,000 for technology education which was used to purchase equipment and databases for selected secondary school libraries. Seven high schools and eight middle schools were selected by the Assistant Superintendent for Secondary Education to receive materials through the Chapter 2 funding. Older schools were chosen under the assumption that newer schools would already have some technology installed on their campuses, and schools which had recently received equipment and software were also passed over in order to spread the resources to as many campuses as possible.

The Administrative Supervisor of the Learning Resources Center/ Libraries informed all secondary libraries of the Chapter 2 funding and requested that each school submit in writing a prioritized list of needs. The schools included in the allocation of the funds were notified in spring, and equipment and software packages were ordered in April 1991. **As of the end of the school year, the equipment and databases ordered had not been received at the campuses.**

DESCRIPTION OF EQUIPMENT AND SOFTWARE

Most of the schools benefiting from Technology Education funds ordered Compact Disc Read Only Memory (CD ROM) players. Since the storage capacity of compact discs is so enormous, and the information stored cannot be changed, compact discs lend themselves well to such databases as encyclopedias, dictionaries, directories, and indices. The databases ordered by AISD schools include encyclopedias such as World Book and Grolier, as well as Compton's Multimedia Encyclopedia which features audio and visual enhancement. Other databases include DiscLit, a literature index, and InFoTrac and Readers' Guide to Periodicals which are periodical indices.

FIGURE 7
TECHNOLOGY EDUCATION
PARTICIPATING SCHOOLS AND MATERIALS ORDERED

	School	Database/Software	Equipment	Enrollment
High Schools	Travis	Grolier Encyclopedia	-	1298
	Johnston	DiscLit	CD ROM	1725
	Reagan	Compton's Multimedia Encyclopedia	CD ROM	1314
	Crockett	Readers' Guide to Periodical Literature	CD ROM	1655
	Anderson	InfoTrack	CD ROM	1343
	LBJ	World Book Encyclopedia	-	1337
	Austin	Compton's Multimedia Encyclopedia	CD ROM	1644
Middle Schools	Fulmore	Compton's Multimedia Encyclopedia	-	887
	O. Henry	Compton's Multimedia Encyclopedia	CD ROM	703
	Lamar	Compton's Multimedia Encyclopedia	CD ROM	872
	Pearce	Compton's Multimedia Encyclopedia	CD ROM	862
	Porter	Compton's Multimedia Encyclopedia	CD ROM	1068
	Burnet	Compton's Multimedia Encyclopedia	CD ROM	961
	Martin	Compton's Multimedia Encyclopedia	-	738
	Bedichek	Compton's Multimedia Encyclopedia	-	1050
		TOTAL STUDENTS		17,457

- = No equipment ordered.

Had the equipment and databases ordered been received, the estimated cost per student would have been $1.09 based on October 1990 enrollment figures.

MULTICULTURAL/SPECIAL PURPOSES BUSES

A survey of users shows that 91% thought that the buses improved multicultural awareness, but less than half (44%) agreed that the service increased parent involvement. Results of the districtwide staff survey indicate that one half of teachers and administrators expressed a neutral view of the effectiveness of the bus service in increasing multicultural awareness and parent involvement; one third agreed that it was effective; the remainder disagreed.

SERVICES PROVIDED

Chapter 2 allocated $12,000 to provide bus transportation to multicultural and community events, school-based activities, and special trips. Chapter 2 paid for a total of 201 bus runs in 1990-91. Most runs were requested by elementary schools, with secondary schools only requesting nine. At an estimated 50 students per bus, 10,050 students were served overall. (Parents also rode the buses, but a separate record was not kept.) The cost per student was $1.19.

Some of the most popular uses of this service were for trips to:

- Other schools (61): most often for multicultural events or celebrations/activities designed to mix school populations of varying ethnicities;
- Paramount Theatre (12): Ballet Folklorico, plays, and movies;
- Givens Recreation Center (10);
- The University of Texas at Austin (6): Memorial Museum, Performing Arts Center, and LBJ Library;
- Austin Children's Museum (5);
- Capitol Grounds (3);
- Carver Museum (2).

Other destinations included Laguna Gloria Museum, Texas Exposition and Heritage Center, Pedernales State Park, Literacy Awareness Fair at Austin High School, St. Edward's University, and the Burger Center.

EFFECTIVENESS

A sample of elementary and secondary campus teachers and administrators received questions regarding the transportation services on the districtwide staff survey.

Responses indicate that:

- Just over one third (37%) agreed that the multicultural/ special purposes buses were effective in increasing multicultural awareness; half (52%) were neutral, and a small percentage (12%) disagreed (N=731).

- One third (31%) agreed that the service was effective in increasing parent involvement in students' education; half (51%) were neutral, and 15% disagreed (N=713).

ORE administered a user survey through Home/School Services to all trip sponsors throughout the school year. A total of 116 surveys were sent out, and 56 were completed for a return rate of 48%.

Results of these surveys show that:

- A vast majority (84%) agree that parent and student involvement in special activities is facilitated by the transportation services; 7% were neutral, 2% disagreed, and 5% did not use the buses for this purpose (N=56).

- Almost all (91%) respondents thought that the buses improved multicultural awareness; 2% were neutral, no one disagreed, and 4% did not use the service for this purpose (N=55).

- Less than half (44%) agreed that the service increased parent involvement; one fourth (26%) was neutral, 4% disagreed, and another fourth (25%) did not use the buses for this purpose (N=56).

- Three quarters (77%) said that the buses provided had a positive impact in terms of dropout prevention; a small percentage (11%) was neutral, 2% strongly disagreed, and 9% reported that they did not use the buses for this purpose (N=56).

ACADEMIC DECATHLON

Most of the Academic Decathlon coaches surveyed believe the benefits of the Academic Decathlon are worth the time, effort, and money spent. High school teachers and administrators also agreed that the Decathlon benefits AISD and students, and is an effective way to promote academic excellence.

DESCRIPTION

The Academic Decathlon is a national scholastic competition designed to challenge the academic abilities of students from all performance levels. The 1990-91 school year marked AISD's third year of participation with all 10 of the regular high school campuses competing. Each team included up to nine students from eleventh and twelfth grade of varying academic performance levels, up to three from each of the following categories:

GPA	COMPETITION LEVEL
3.75-4.00	Honor
3.00-3.74	Scholastic
0.00-2.99	Varsity

The competition includes 10 events--economics, fine arts, language and literature, mathematics, science, social science, essay, interview, speech, and super quiz. Each team member competes in every area, with medals awarded for individual events.

Chapter 2 allocated $40,435 to the Academic Decathlon for coach stipends, reproduction, materials, travel, and other program support. This amounts to $481 per participant on the teams or $244 per student who was recruited and practiced.

IMPLEMENTATION

Students were recruited for the Academic Decathlon in two ways, either through enrollment in selected elective courses or by the nomination of content-area teachers. Six of the 10 high schools offered a speech or humanities elective in the fall that incorporated some of the Academic Decathlon material. (Next year nine of the 10 schools intend to offer these courses.) Therefore, some of the students interested in participating were able to register for the courses in the spring of 1990 while others were recruited in the fall. Participation on the part of students was voluntary, and in order to compete for AISD, team

members had to meet all University Inter-Scholastic League (UIL) standards. A full-day practice occurred in December, at which time final selection of team members occurred.

The regional competition took place February 1-2, 1991, in Waco. AISD represented 10 (43%) of the 23 high schools participating and 84 (43%) of the 193 students. AISD schools placed 4th through 23rd in the competition, with four teams placing in the top 10. Individual students received 47 of the 127 medals awarded (37%), which is a gain over last year when AISD earned 20% of the individual medals. Schools did not place high enough to go on to the state or national competitions.

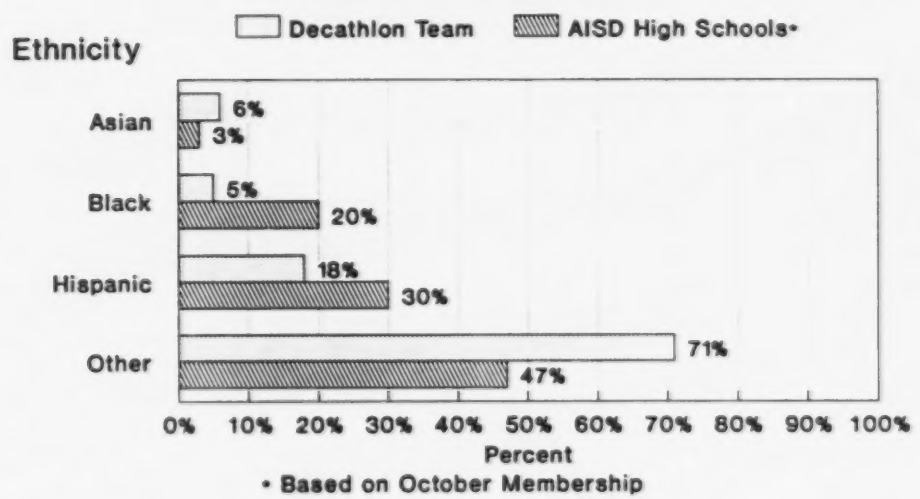
CHARACTERISTICS OF TEAM MEMBERS

In 1990-91, 166 students were recruited and practiced for the Academic Decathlon, with 84 students ultimately competing as members of the Decathlon teams. Of those on the teams:

- 51% were female and 49% were male;
- 5% were Black, 6% were Asian, 18% were Hispanic, and 71% were Other in ethnicity;
- 49% were eleventh graders (41 students), and 51% (43 students) were twelfth graders.

As it has been the past two years, while all ethnic groups were represented, the number of Black and Hispanic students was not proportional to AISD's overall high school membership (see Figure 8).

FIGURE 8
ACADEMIC DECATHLON 1990-91
ETHNIC COMPOSITION OF PARTICIPANTS
COMPARED TO AISD HIGH SCHOOLS



A February coaches survey requested feedback regarding the recruitment of minorities. In response, several Decathlon coaches indicated that Black and Hispanic students were recruited along with Other students, but more participated in the practice sessions than in the competition. Two coaches also mentioned that conflicts with other activities led some not to participate. One coach felt there was little effort on the part of one minority student. Two coaches believed encouragement by the staff might increase minority student participation. Other suggestions included getting rid of no pass/no play and setting quotas on minority representation. Two respondents felt their Decathlon team was representative and therefore had no problems with minority recruitment.

DECATHLON PROGRAM FUNCTIONING

Coaches Survey

Of the 16 Decathlon coaches, 13 (81%), representing all 10 participating schools, returned a February survey about different aspects of the program. Nine (69%) indicated that the Decathlon programs functioned smoothly at their schools in 1990-91. Nine (69%) also indicated that recruiting efforts were a success. Ten (77%) believed that, on balance, the benefits of the Decathlon made it worth the time, effort, and money involved. One respondent favored dropping the program.

Many different aspects were considered "best" about the Decathlon by the coaches, including:

- The chance to work with and get to know the students,
- Working together as a team,
- Sharing knowledge as a team,
- The classes,
- The excitement of the competition,
- Winning medals,
- The interesting topics,
- Having experienced juniors returning to compete next year, and
- The support of the coordinator.

One respondent reported that overall, the varsity students benefited the most, and that the students from that school felt they had benefited the most from having to do the speeches.

The most frequently cited problem area was the lack of course credit (3 respondents). Because nine schools plan to offer the elective courses for Academic Decathlon participants next year, this problem should be remedied.

Other problems encountered included:

- Schedule conflicts with other extracurricular activities,
- Low attendance at meetings (because they were extracurricular),
- Limitations of the speech course offered,
- Maintaining interest,
- The Super Quiz topic,
- That some students were unable to get into the speech or humanities course,
- The lack of scholastic and varsity students, and
- The lack of male participants (1 each).

Suggestions for next year included:

- Awarding small scholarships at the district level,
- Awarding patches to all students participating on the regional team, and
- Having the school coaches meet to share ideas on running the classes.

Time Commitment

Involvement in the Decathlon can take a considerable amount of time. Coaches reported working 50 to more than 200 hours on the Decathlon in 1990-91 (146 hours on the average). Each school received a stipend of $2,100 to be split among the coaches. Some coaches reported enlisting the help of up to six other teachers at their campus to assist in the effort. Coaches reported other staff helped 1-40 hours each (14 hours on the average). They estimated students spent between 40 and 300 hours preparing for the competition (an average of 126 hours).

EFFECTIVENESS

The AISD districtwide staff surveys (administered January 16 through February 18, 1991) included questions on the Academic Decathlon. Three questions on effectiveness were sent to Academic Decathlon coaches and department heads as well as campus administrators at the high schools (see Figure 9). It is important to note that since the surveys were administered about the time of the February competition, some surveys were probably completed before and some after this event.

Responses on effectiveness indicated that:

- A majority (60%) of those surveyed agreed that the Decathlon benefited AISD, and about three out of four (77%) agreed that the students benefited from the Decathlon.

- Nearly two thirds (62%) agreed that the Decathlon was an effective way to promote educational excellence.

- Teachers (the Decathlon coaches and department heads) agreed less often than administrators on these items. The difference was greatest regarding the Decathlon's effectiveness in promoting excellence, with 56% of the teachers and 74% of the administrators agreeing.

FIGURE 9
ACADEMIC DECATHLON 1990-91
SURVEY ITEMS ON EFFECTIVENESS

Item	Group	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The District benefits from our participation in the Academic Decathlon.	Teachers*	52	21%	27%	27%	12%	14%
	Administrators	25	36%	48%	8%	8%	0%
	Total	77	26%	34%	21%	10%	9%
Students benefit from our participation in the Academic Decathlon.	Teachers*	46	27%	48%	13%	2%	11%
	Administrators	25	56%	28%	12%	4%	0%
	Total	71	37%	41%	13%	3%	7%
The Academic Decathlon competition is an effective way to promote academic excellence.	Teachers*	50	22%	34%	20%	14%	10%
	Administrators	23	39%	35%	17%	9%	0%
	Total	73	27%	34%	19%	12%	7%

*Academic Decathlon Coaches and Department Heads

Effectiveness was not measured by medals earned for several reasons: each participant is simply asked to do his or her best, participation has other benefits in addition to medals, and AISD is only in its third year of participation. For 1991-92, AISD could consider setting a goal to raise the number of medals earned to a representative level, as well as improving AISD schools' overall placing in the competition. Previous performance in the Academic Decathlon shows that the District has improved in both these areas in the past two years. AISD students represented 43% of the students participating this year (compared to 36% in 1989-90) and took home 37% of the individual medals (compared to 20% last year). Four AISD high schools placed in the top 10 this year, one more than in 1989-90.

LIBRARY RESOURCES

Most (88%) school administrators surveyed agreed that the new library resources were useful, and a majority (58%) reported allocating these resources to classrooms.

UTILIZATION

Chapter 2 allocated $27,900 to AISD to purchase library resources for its campuses. The cost per student was $.49 based on an enrollment of 58,105 students at the schools participating. Each elementary school was allocated $260, most secondary schools were allocated $500, and Robbins and the Alternative Learning Center received $250 each. Enrollment figures and overall allocations and purchases are shown below.

SCHOOL LEVEL/ ENROLLMENT	ALLOCATION	# SCHOOLS PARTICIPATING	# RESOURCES PURCHASED
Elementary 28,816	$16,900	65 (of 65)	739
Middle/Junior High 12,721	$ 6,500	13 (of 13)	433
High School 15,568	$ 5,500	12 (of 12)	419
Total 58,105 Students	$27,900	90 (of 90)	1,591

The Grants Administrator sent elementary schools a letter regarding procedures to follow in ordering materials, and bids were requested by the Purchasing Department. With an allocation of $16,900, the 65 elementary schools purchased a total of 739 dictionaries (including English, Spanish, and bilingual) and thesauri, an average of 16 each. A few schools reported purchasing maps, atlases, and globes with their funds.

Secondary schools received a total allocation of $12,000. Principals were informed of the procedures during a principals' meeting. Purchase orders were handled through the Grant Administrator's office. The 12 high schools purchased 331 dictionaries and 88 thesauri. The 13 middle school/junior highs purchased a total of 433 dictionaries of various types. The 25 secondary schools participating purchased 852 dictionaries and thesauri overall (an average of 34 each).

EFFECTIVENESS

A telephone survey was conducted in May 1991 to determine the effectiveness of the library resources purchased by each campus.

- Most (88%) of the 49 school administrators responding to the survey agreed that the new library resources were useful (76% strongly agreed and 12% agreed). A few (6%) disagreed but qualified their answer by explaining that the materials were not received until the end of the school year and were, therefore, not very effective for 1990-91.

- A majority of school administrators (58%) reported allocating the resources to classrooms, or the English or resource department, and 42% allocated them to libraries.

PRIVATE SCHOOLS

Private schools rated highly the effectiveness of the materials and equipment purchased with Chapter 2 funds.

ELIGIBILITY AND PARTICIPATION

Each year Chapter 2 funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries. Nonpublic schools are contacted each spring to see if they want to participate during the upcoming school year. Applicants must meet a number of eligibility requirements relating to compliance with federal nondiscrimination laws and Texas Education Agency (TEA) administrative requirements. Funds are then allocated to approved applicants on a per-pupil basis for purchase of items approved by the TEA. All purchases are made through the District, and the District retains title to, and exercises administrative control of all equipment and supplies. The 13 schools receiving funds in 1990-91 are listed below.

SCHOOL	1989-90 ENROLLMENT	APPROPRIATION
Austin Waldorf	183	$ 1,459
Great Hills Christian	240	1,913
Hope Lutheran	71	566
Kirby Hall	113	901
Redeemer Lutheran	323	2,574
Sacred Heart	180	1,435
St. Austin's	230	1,833
St. Ignatius	238	1,897
St. Louis	397	3,154
St. Mary's Cathedral	160	1,275
St. Michael's Catholic Academy	195	1,554
St. Paul's Lutheran	195	1,554
St. Theresa's	132	1,052
Total	2,657	$21,167

The Chapter 2 cost per student was $7.97.

UTILIZATION AND EFFECTIVENESS

Chapter 2 Formula funds were allocated to private schools for library resources (11 schools), instructional materials (7), equipment and hardware (8), and computer software (5). To meet

TEA reporting requirements, private school administrators were surveyed concerning the number of students impacted and the effectiveness of the purchases made with Chapter 2 funds. Completed forms were returned by 12 of 13 schools for a return rate of 92%. The school that did not return a survey explained that the equipment ordered had not yet been received and therefore could not be rated for effectiveness. Results are shown in Figure 10.

FIGURE 10
EFFECTIVENESS OF PRIVATE SCHOOL EXPENDITURES, 1990-91

CATEGORY	SCHOOLS USING	STUDENTS IMPACTED	EFFECTIVENESS (MEAN RATING)
Library Resources	11	2,095	4.8
Equipment/Hardware	7	902	4.3
Other Instructional/ Educational Materials	7	1,120	4.9
Computer Software	5	806	4.6

SCALE: 5 = EXTREMELY EFFECTIVE. Fully accomplished (81-100%) the intended purposes.
4 = HIGHLY EFFECTIVE. Accomplished most (61-80%) of the intended purposes.
3 = MODERATELY EFFECTIVE. Accomplished about half (41-60%) of the intended purposes.
2 = NOT VERY EFFECTIVE. Accomplished few (21-40%) of the intended purposes.
1 = INEFFECTIVE. Accomplished almost none (0-20%) of the intended purposes.

Effectiveness was rated highly, with all ratings being 5's or 4's. Average ratings ranged from 4.3 to 4.9 for all categories.

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